DOCUMENT RESUME

ED 300 565 CE 051 165

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TITLE Teaching Skills in the Clinical Setting: Planning Teaching Methods. Health Occupations Clinical Teacher Education Series for Secondary and Post-Secondary Educators.
INSTITUTION Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS AGENCY Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE 85
NOTE 52p.; For related documents, see CE 051 161-171.
AVAILABLE FROM Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 ($21.75 for entire set).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Allied Health Occupations Education; Behavioral Objectives; *Clinical Teaching (Health Professions); Demonstrations (Educational); Discussion (Teaching Technique); *Inservice Teacher Education; Learning Activities; Learning Modules; Lesson Plans; Postsecondary Education; Secondary Education; Staff Development; *Student Motivation; *Teaching Methods; *Teaching Skills

ABSTRACT

This learning module, which is part of a staff development program for health occupations clinical instructors, discusses selecting appropriate and effective teaching methods and identifying ways of involving students in the learning process. It includes learning activities dealing with using the teacher exposition, demonstration-performance, and discussion methods; increasing student involvement; and selecting appropriate and effective teaching methods. Besides the learning activities, the module also includes directions for completing the module, an introduction, module objectives, pre- and posttests and answer keys, definitions of key terms used in the module, a module summary, and references. (MN)

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ED300565

Health Occupations Clinical Teacher Education Series for Secondary and Post-Secondary Educators

Illinois State Board of Education

Adult, Vocational and Technical Education

Teaching Skills in the Clinical Setting: Planning Teaching Methods

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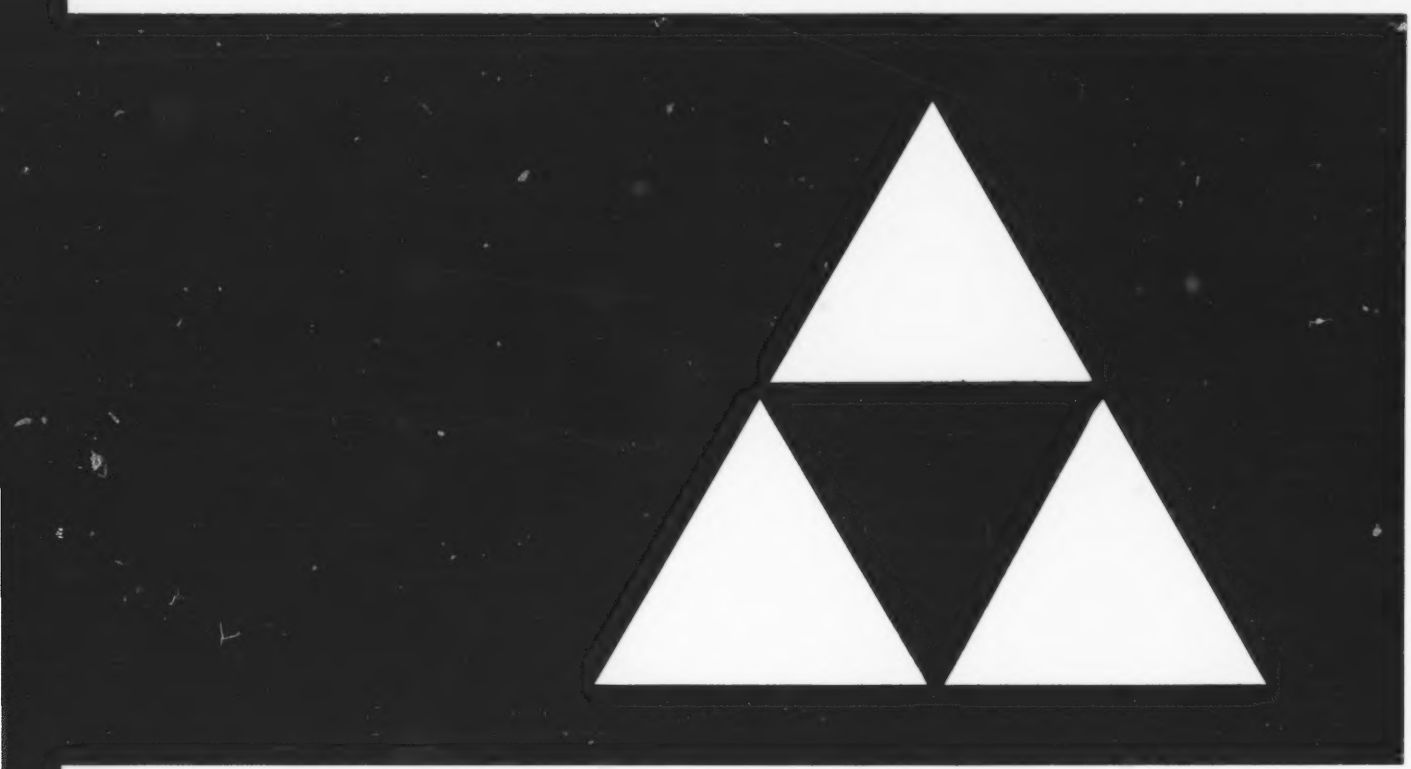

HEALTH OCCUPATIONS CLINICAL TEACHER EDUCATION SERIES FOR SECONDARY AND SECONDARY EDUCATORS

Teaching Skills
in the Clinical Setting:
Planning Teaching Methods

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1985

Illinois State Board of Education

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Adult, Vocational
and Technical Education

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Development Section

TEACHING SKILLS IN THE CLINICAL SETTING:

PLANNING TEACHING METHODS

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TEACHING SKILLS IN THE CLINICAL SETTING:

PLANNING TEACHING METHODS

DIRECTIONS FOR COMPLETING THE MODULE

The module includes the following parts:

1) Introduction and Objectives

2) Pre-Test and Answer Key

3) Learning Activities 1-5 and Self-Check Exercises

4) Suggested Activities

5) Post-Test and Answer Key

Following review of the Introduction, take the Pre-Test and use the key to determine your score. The Pre-Test is intended to help you identify the Learning Activities on which you should place primary focus.

Next, proceed to complete the Learning Activities. Even if you have had extensive experience with selecting and using teaching methods, completion of the Learning Activities will provide a good review. It is important that you complete the Self-Check following each activity.

The final part of the module, the Post-Test, is intended to measure your achievement of the objectives of the module. Complete the test without using the key or the narrative parts of the module. You may use the Method Selection Grid for the last part of the Post-Test. You may then score your test. If you had more than 3 incorrect answers, you should review the module.

Regardless of your score, remember that selecting and using teaching methods is an ongoing "skill" in your own clinical setting. Your program director or supervisor should be able to help you if needed.

INTRODUCTION

An essential part of your role as a health occupations instructor is the teaching of your students in the clinical environment. Although students may have acquired considerable knowledge in the classroom to enable them to perform in the clinical setting, the teaching does not stop there! Teaching continues throughout the students' entire health occupation education, both in the classroom and clinical setting. It is the job of the health occupations instructor to help the students make a smooth classroom-to-clinical transition. This transition can be accomplished by stimulating student learning through the use of several well-planned teaching activities.

Teaching activities, as they are discussed in this module, are those methods and techniques used in teaching students learning material, procedures, skills, and attitudes. Generally, instructors use a certain teaching method as the basis of their activity and incorporate one or several creative techniques (discussed further in the module entitled, "Teaching Skills in the Clinical Setting: Incorporating Creative Teaching Techniques") to capture student interest. Instructors use several strategies within the activities to get students involved in the learning. The selection of appropriate activities for learning is a crucial duty of teaching. It is important for you, as an instructor, to know what activities would be most appropriate and effective in fulfilling the objectives of the program and the learning styles of your students.

The purpose of this module is to help you learn to select appropriate and effective teaching methods and to identify ways in which you can involve the students in the learning process. Upon completion of this module, you will have enough working knowledge of teaching methods to use them creatively and effectively in the clinical setting. (This module is a prerequisite to the module entitled, "Teaching Skills in the Clinical Setting: Incorporating Creative Teaching Techniques.")

Go on to the Objectives.

OBJECTIVES OF THE MODULE

Terminal Objectives: Following completion of this module, select teaching methods for clinical instruction.

Enabling Objectives:

1. Given the components of the Teacher Exposition method, explain its purposes, uses, and format in clinical education.

2. Given the components of the Demonstration-Performance method, explain its purposes, uses, and format in clinical education.

3. Given the components of the Discussion method, explain its purposes, uses, and format in clinical education.

4. Given a teaching situation, identify several ways to increase student involvement in learning through set induction, stimulus variation, and closure.

5. Given a teaching situation, select the appropriate and effective teaching method for the situation, using the provided grid.

Go on to the Pre-Test.

PRE-TEST

Complete this test prior to beginning the Learning Activities. Utilize the Answer Key to score your own test.

Directions: Answer True or False to the following statements.

T or F 1) The teacher exposition method is the same as a lecture.

T or F 2) Facts, definitions, concepts and principles can be easily presented in an orderly, sequential manner with the teacher exposition method.

T or F 3) The discussion method is used to show how to perform a procedure or skill.

T or F 4) The demonstration-performance method is used as a final evaluation of a student's performance on the job.

T or F 5) During a discussion, the interaction is only teacher-student (the teacher speaks to the student or the student speaks to the teacher).

T or F 6) The best method to use when teaching attitudes and values is the teacher exposition.

T or F 7) The discussion method is useful for having students practice problem-solving and communication skills.

T or F 8) Set induction is an introduction to an activity which motivates students toward learning.

T or F 9) Gesturing, focusing, and pausing are just a few of the behaviors used to vary the stimulus during an activity.

T or F 10) The demonstration-performance method is the method of choice for practicing motor and observation skills.

Check your answers with the following Answer Key.

PRE-TEST ANSWER KEY

1) False. The teacher exposition method uses questioning to get students involved in learning the material presented.

2) True.

3) False. The demonstration-performance method is used to show how to perform a procedure or skill.

4) False. The demonstration-performance method is used to teach a task and must not be used to give a final assessment of the student's performance of the task.

5) False. The interaction should be both teacher-student and student-student throughout the discussion.

6) False. The discussion method is most effective when teaching attitudes and values.

7) True.

8) True.

9) True. Stimulus variation keeps your students interested in learning by changing the kinds of stimuli they receive throughout the activity.

10) True.

Determine your score on the Pre-Test. Your score should be an indicator of how much you know about teaching methods. Even if you scored 100%, completion of the Learning Activities will help you to improve your ability to select and use teaching methods in your program. It is advised that you complete the entire module.

Go on to the Definition of Terms.

DEFINITION OF TERMS USED IN THE MODULE

Boundary maintenance device - statements or questions to guide students through a discussion.

Closure - indicates that behavior is toward a conclusion, and reaching the end is a reward which influences learning. (Page & Thomas, 1977)

Concept - general mental notion of things or events used as a basis for thought and expressed through symbolic language. (Page & Thomas, 1977)

Demonstration-performance method - a presentation of an act or procedure explicated by the instructor, which allows for return-performance by the students.

Directed discussion - a discussion in which there is a strong element of teacher direction and guidance, as opposed to free investigation by students.

Discussion - an interaction between students and/or an instructor in order to explore, analyze and/or debate an issue, topic or problem. (Dept. of Air Force, 1974)

Exploratory discussion - a discussion in which both students and instructor explore the pros/cons, implications, and alternatives of an issue or problem.

Objectives - instructional aims for a course of study stated as criteria of actual performance by students, or as descriptions of behavior that can be measured. (Hawes & Hawes, 1982)

Perceptual modality preference - the sensory mode in which the student likes to learn. (visual, auditory, or tactile/kinesthetic)

Perceptual modality strength - the sensory mode in which the student learns best. (visual, auditory, or tactile/kinesthetic)

Principle - a comprehensive and fundamental law, doctrine, or assumption.

Reflective discussion - a discussion which involves thinking about experiences, concepts, etc., with a view to discovering and considering new relationships. (Page & Thomas, 1977)

Return-performance - a skill or task performed by the student, just demonstrated to him/her by the instructor.

Set induction - to initiate a state of expectancy or predisposition to behave in a certain way. (Page & Thomas, 1977)

Stimulus variation - the act of changing the kinds of stimuli students receive throughout an activity.

Task - a unit of work activity which constitutes logical and necessary steps in the performance of a duty. A task has a definite beginning and ending point in its accomplishments and generally consists of two or more definite steps. (V-TECS, 1980)

Task analysis - a process of reviewing actual job content and context in business and industry (including heath care industry) for application to the development of performance objectives, performance guides, and quality control within a program of vocational-technical education. (V-TECS, 1980)

Teacher exposition - an orderly presentation of organized subject matter involving student-teacher interaction.

Teaching activity - any learning or teaching situation which is characterized by participation on the part of the learner. (Page & Thomas, 1977)

Teaching method - standard procedure in the presentation of instructional material and the content of activities. (Page & Thomas, 1977)

Teaching technique - a specific way of presenting instructional material or conducting instructional activities. (Page & Thomas, 1977)

Proceed to Learning Activity #1.

LEARNING ACTIVITY #1

USING THE TEACHER EXPOSITION METHOD IN THE CLINICAL SETTING

Enabling Objective 1: Given the components of the Teacher Exposition method, explain its purposes, uses, and format in clinical education.

Teaching methods are traditionally used by classroom teachers to present learning material. Certain methods can be adapted for use in the clinical setting. Three primary teaching methods which you may use in clinical instruction are: teacher exposition, demonstration-performance, and discussion. This Learning Activity will discuss the teacher exposition method.

TEACHER EXPOSITION - is an orderly presentation of organized subject matter involving student-teacher interaction. In the teacher exposition, the student becomes active in the learning. A teacher exposition can be thought of as an "interactive lecture."

The teacher exposition method is used to present new material, review material already covered, introduce new concepts, expand on old concepts, and describe the relationship between one concept and another. It is used to provide a basis for discussion or to give students the directions for participation in any other type of learning activity. It is also used to check for student understanding and knowledge of material already presented and to stimulate interest in new material through questioning and problem solving strategies. (These strategies are described in the module, "Teaching Skills in the Clinical Setting: The Use of Questioning and Problem-Solving Strategies.")

Preparation is the essential key for a successful teacher exposition. It is organized much like a speech with an introduction, a body, and a conclusion. Yet, a teacher exposition contains more features than a speech.

Your teacher exposition should be organized in the following way:

a) Introduction - An introduction is used to prepare the student for the material to be presented. It should include the following features . . .

- a means to capture the attention of students
- a statement of the objectives of the activity (see module, "Teaching Skills in the Clinical Setting: Developing Measurable Performance Objectives")
- an explanation of the importance and relevance of the activity
- a device for initiating "set induction" (discussed in Learning Activity #4)
- a questioning session (discussed in the module, "Teaching Skills in the Clinical Setting: The Use of Questioning and Problem-Solving Strategies") to assess the students for prior interest and knowledge of the subject and readiness for the activity to be conducted

- a transition statement to "bridge" from the introduction to the body of the material

b) Body - The body presents the "meat" of the material. It should contain . . .

- a presentation of the material in a logical and organized way, emphasizing the main points
- instruments for varying stimuli (discussed in Learning Activity #4)
- a questioning session (discussed in the module. "Teaching Skills in the Clinical Setting: The Use of Questioning and Problem-Solving Strategies") to monitor student understanding and comprehension of the material

c) Conclusion - The conclusion is the summary and "wrap-up" of the learning material. It should contain . . .

- a summary of main points of the material
- a questioning session (discussed in the module, "Teaching Skills in the Clinical Setting: The Use of Questioning and Problem-Solving Strategies") to assess student understanding of material and achievement of the previously stated objective
- time for the answering of students' questions
- an explanation of how the new material is related to previously learned material
- a restatement of the objective of the activities and its importance for future endeavors

Note that the teacher exposition provides many provisions for you to monitor and assess your students. However, the exposition is not intended to be a memorized speech. It should be conducted in a conversational and relaxed manner.

During the questioning sessions, do not criticize students for their answers or questions. Make sure that all your students are given a chance to answer questions by giving equal attention to each student. Also, be sure to acknowledge them for the questions and answers they contribute.

When answering students' questions, it is important that all of your answers are accurate. If you are unsure of an answer, refer the students to a resource or provide the answer at the next session. Guessing makes students lose faith in your capabilities as an instructor.

The teacher exposition may be enhanced by the use of additional "extras." Handouts of diagrams, charts, related articles, short task assignments (Foley & Smilansky, 1980), etc., can facilitate the students' understanding of the material. Giving the students a brief outline of the material, with spaces for them to write additional notes, can help them in organizing their thoughts and focusing upon the main points of the material. (See the example provided at the end of this activity.) These are just a few of the ways in which the teacher exposition can be varied.

The advantages of using the teacher exposition are quite clear. Since it is a teacher-controlled method of instruction, much information can be presented in a short amount of time. It can be used with large as well as small groups of students in any type of course. Facts, definitions, concepts, and principles can be easily presented in an orderly, sequential manner. It can provide a wide variety of sensory input for a group of students with perceptual modality preferences and strengths (explained in the module entitled, "Teaching Skills in the Clinical Setting: Assessing Students' Learning Styles"). It also lets the students interact directly with the teacher.

APPLICATION OF THE TEACHER EXPOSITION METHOD IN THE CLINICAL SETTING

The teacher exposition is an effective teaching method that has a variety of uses in the clinical setting. It may be used with groups of students or with individual students. Examples may be the introduction or review of current departmental policies with students. A short teacher exposition can be used as a preface to other types of teaching methods such as a demonstration or discussion. It can be used to explain the directions for completing other activities such as role playing or a case incident study (discussed further in the module, "Teaching Skills in the Clinical Setting: Incorporating Creative Teaching Techniques"). However, it is best used to explain how the theoretical material learned in the classroom is applied in the clinical setting. There are numerous uses for teacher exposition method. Use your imagination to devise other uses for this method.

Example of a Brief Outline for a Teacher Exposition

This outline can be used to help your students organize their thoughts. Hand out your outline before the teacher exposition so your students can write additional notes in the spaces provided.

Sterilization and Disinfection

There are many differences between disinfection and sterilization.

There are three types of bacteria.

Bacteria tends to grow in three main types of environments.

There are six basic means of sterilization.

Practice the principles for maintaining a sterile field.

The spread of infection can be controlled through various means of disinfection.

Follow the general rules for preventing the spread of infection.

SUMMARY OF TEACHER EXPOSITION METHOD

Teacher Exposition - an orderly presentation of organized subject matter involving student-teacher interaction.

Uses and Purposes

1) to present new material and concepts

2) to review material already covered

3) to expand on old concepts

4) to describe relationships between one concept and another

5) to introduce other learning activities

6) to check for student comprehension and understanding of material

7) to present facts, definitions, concepts, and principles

8) to explain how theoretical material is applied in the clinical setting

Advantages

1) much information is presented in a short period of time

2) can be used with a group

3) material can be presented in a sequential manner

4) can provide a wide variety of sensory input for varied perceptual modalities (see module, "Teaching Skills in the Clinical Setting: Assessing Students' Learning Styles")

Disadvantages

1) does not provide student-student interaction

2) not effective in teaching skills, procedures, or attitudes

3) does not meet individual learning styles of students, because students may not be able to structure content to fit their way of processing information

Proceed to the Self-Check!

SELF-CHECK FOR LEARNING ACTIVITY #1

Directions: For the following questions, give a short answer.

1) In what way is the teacher exposition different than a lecture?

2) At what point(s) in the teacher exposition (Introduction, Body, or Conclusion) can questioning be used?

3) What are three of the uses for teacher exposition in the clinical setting?

Check your answers with the following Answer Key . . .

SELF-CHECK ANSWER KEY

1) It encourages interactive learning by incorporating questioning.

2) Questioning could be used throughout the entire teacher exposition. It is an excellent way of assessing your students' understanding of the material. It also encourages them to think about the material being presented.

3) Any 3 of the following are acceptable:

- to present new material and concepts
- to review material already covered
- to expand on old concepts
- to describe relationships between one concept and another
- to introduce learning activities
- to check for student comprehension and understanding of material
- to present facts, definitions, concepts and principles
- to explain how theoretical material is applied in the clinical setting

If you feel you can describe how the teacher exposition can be used in the clinical setting, go on to Learning Activity #2.

LEARNING ACTIVITY #2

USING THE DEMONSTRATION-PERFORMANCE METHOD IN THE CLINICAL SETTING

Enabling Objective 2: Given the components of the Demonstration-Performance method, explain the purposes, uses, and format in clinical education.

DEMONSTRATION-PERFORMANCE - is a presentation of an act or procedure explicated by the instructor, which allows for return-performance by the students. The demonstration is an exhibition of an act by the instructor, with a step-by-step explanation of what is being done. After the demonstration is carried out, the act is performed by the students under careful supervision and informal evaluation. This is called return demonstration, or supervised return performance.

The demonstration-performance method is used to show how to perform a procedure or skill, how to use a piece of equipment, or how to communicate with others. (Cooper, 1982, vol. 13, no. 4) Effective use of the demonstration-performance method shows students the most ideal and safe way to perform a particular procedure. Most importantly, it is a method that gives students directly-supervised practice of a procedure. With the demonstration-performance method, instructors gcan insgtantly assess student comprehension through the return performance session and periodic questioning sessions.

Like the teacher exposition method, preparation is essential for successful execution of the demonstration-performance method. A well-prepared outline of the content and a detail step-by-step list of the procedure facilitates a smooth and successful presentation. (See the example at the end of this Learning Activity.)

Your demonstration-performance should be organized in the following way:

a) Introduction - An introduction is used to prepare students for the material to be presented. The following features should be included . . .

- an attention-getting statement or device
- a statement of the objectives of the activity (see the module entitled, "Teaching Skills in the Clinical Setting: Developing Measurable Performance Objectives")
- a statement of the nature and purpose of the presentation
- an identification of any equipment to be used, including all new terms related to the equipment
- a description of the process of the activity (tell them there will be a demonstration, followed by a supervised return performance)
- an explanation of the standards of performance, including features of the ideal product, act, or procedure

b) Demonstration - An enactment of a procedure with step-by-step instructions. It should include . . .

- a list of the main sequential steps of the performance written out for all to see (you and all your students)
- an accurate performance of the act or procedure
- a verbalization of each step as it is performed (think out loud)
- statements of the principles and safety tips of key steps as they are performed
- a question and answer period following the performance to assess student comprehension and to answer any questions (refer to the module, "Teaching Skills in the Clinical Setting: The Use of Questioning and Problem-Solving Strategies")
- an optional short discussion period to emphasize important principles and safety guidelines

c) Supervised Return Performance - A student performance of the newly learned act or procedure. It includes . . .

- a chance for all students to perform the procedure
- monitoring of student performance throughout the entire procedure
- verbalization of the more difficult steps of the procedure while the students are performing the skills
- helping slower students through the process step-by-step

d) Feedback - A check of student performance. It includes . . .

- constructive feedback given to each student, according to the standards stated during the introduction
- a short repeat demonstration given to the students who may not have performed the act "up to par"
- a repeat return performance given by those students who made mistakes the first time around

e) Conclusion - A summary and "wrap-up" of the learning material. It includes . . .

- a review of the process, safety guidelines, and standards of performance
- a restatement of the steps which caused particular problems for the students
- time for any questions
- a restatement of the objectives, relevance and importance to the activity
- a rationale for performing the procedure on the job

Please observe that the demonstration-performance is more than just performing a procedure for the students to follow. It contains many provisions for short discussion and questioning sessions to emphasize main points, principles, and safe practices.

When preparing the list of steps for your demonstration, it would be best to do a task analysis--an identification of each step of an act or procedure--so that all steps are included. The analysis of the tasks should be done by slowly practicing the act or procedure, while simultaneously writing down the main steps in sequential order. (See the examples at the end of this Learning Activity.)

Before the actual presentation, practice the procedure or act several times, so that it is smooth and accurate. Inventory and check all the equipment and materials to make sure they are present and in working order. Lastly, arrange the setting so it is as close to the actual setting or situation as possible.

During the activity, make sure you demonstrate the process slowly, following your list of steps so no steps are left out. Make sure you emphasize key principles and safety tips during the activity and while you are conducting the questioning session. Be sure each student can view the presentation. When students are performing the act or procedure, monitor them carefully. Correct their mistakes without making them feel foolish or criticized. You can correct them tactfully by redemonstrating the act, or citing points they missed. After you correct the students, have them repeat the performance.

Your presentation can be enhanced through the use of handouts or other visual-aids which show the step-by-step procedure. Creative teaching techniques (described in the module entitled, "Teaching Skills in the Clinical Setting: Incorporating Creative Teaching Techniques") can also enhance the presentation. Peer-teaching is one valuable technique that can be used to vary the presentation and stimulate student involvement.

There are many advantages to using the demonstration-presentation method over other methods of instruction. This method provides a "hands on" realistic learning experience for students. (Cooper, 1982, vol. 13, no. 3) Procedures and skills can be presented in a logical, step-by-step manner. Students can be stimulated through visual, auditory, and kinesthetic perceptions. Students can sharpen their observation skills. The demonstration-performance method provides immediate feedback to students. Although the instructional time is controlled by the instructor, students can also control the rate of the return performance to suit their speed of learning.

APPLICATION OF THE DEMONSTRATION-PERFORMANCE IN THE CLINICAL SETTING

You can use the demonstration-performance method in teaching clinical procedures either in a "real life" or simulated situation. It is effective in a variety of skills such as the care and use of equipment, body mechanics, and transporting patients. It is also a good method for teaching interpersonal communication skills. It may be used to explain the directions for completing a form, incident report, or patient chart. It is useful for promoting student involvement on the job and provides a "bridge" between the theoretical principles learned in the classroom and the practical experience obtained at the clinical site.

The demonstration-performance is an excellent method of providing feedback to your students regarding their performance. However, it should not be used as a final evaluation of the procedure or act. Your students will need additional practice in the clinical setting to perfect their newly acquired skills before they are formally evaluated.

Examples of Task Analysis Lists for a Step-by-Step Demonstration-Performance

Have a task list, such as the ones that follow, written out for you and your students to see while demonstrating the task or procedure. Devise the list by performing a task analysis.

Example 1: Handwashing*

1) Remove all jewelry (including rings)
2) Stand away from the sink or basin
3) Regulate the flow and temperature of the water
4) Wet hands and wrists completely
5) Dispense an ample amount of soap
6) Use a rotary motion to apply soap to hands and wrists
7) Wash palms, wrists, back of hands, each finger and thumb separately
8) Clean under finger nails with an orange stick or nail file, under running water
9) Rinse hands and wrists thoroughly
10) Dry hands and wrists with a clean paper towel
11) Use a dry paper towel to cover the faucet while turning off the water
12) Dispose of towels properly
13) Apply lotion to hands and wrists

*Adapted from: Foundations of Patient Care: Basic Principles for the Health Occupations, by Estelle Schwartz & Lillian Potter, Philadelphia: J. B. Lippincott Co., 1981.

Example 2: Using Urobilistix Reagent Strips for Urobilinogen*

1) Have the patient void in a clean specimen container
2) Mix the urine before performing the test
3) Do not centrifuge the urine
4) Dip the reagent area of the strip in the freshly void urine
5) Remove the strip from the urine
6) Remove excess urine from the strip by tapping the strip against the specimen container
7) Allow the reaction to continue for 60 seconds
8) Compare the color of the strip to the color chart, immediately
9) If the color falls between two colors on the chart, interpret your results
10) Write your results on the patient's report in Ehrlich units per 100 ml.

*Adapted from: Introduction to Medical Laboratory Technology (5th ed.) by F. J. Baker & R. E. Silverto, London: Butterworths & Co., 1976.

SUMMARY OF DEMONSTRATION-PERFORMANCE METHOD

Demonstration-Performance - a presentation of an explicated act or procedure, which allows for return-performance by the students

Uses and Purposes

1) to show how to perform a procedure, skill or act

2) to demonstrate the use of equipment

3) to present correct interpersonal communication skills

4) to give directions for completing forms, reports, etc.

5) to provide students with practice in a skill, procedure or act

6) to provide students with feedback on their performance of a newly learned procedure or act

7) to sharpen observation skills

Advantages

1) provides a "hands on" realistic learning experience (Cooper, 1982, vol. 13, no. 3)

2) the demonstration is presented in a logical, step-by-step manner

3) all the perceptual senses are stimulated

4) observation skills are sharpened

5) the rate of the presentation can be controlled by the student

Disadvantages

1) facts, concepts, and attitudes are not well-presented

2) may promote rote behavior and stifle creativity (Carpenito & Duespohl, 1981)

3) facilities must adequately represent a realistic experience (Provide a simulation if proper facilities do not exist)

Proceed to the Self-Check . . .

SELF-CHECK FOR LEARNING ACTIVITY #2

Directions: For the following questions, give a short answer.

1) What are the two main components of the demonstration-performance?

2) How is the task analysis used in preparing for a demonstration-performance?

3) What are three of the uses of the demonstration-performance in the clinical setting?

Check your answers with the Answer Key.

SELF-CHECK ANSWER KEY

1) a) Your demonstration of the tasks

   b) Your students' return-performance of the task

2) The task analysis is used to identify each step of the task you are to present, so all steps of the task are included and in sequential order.

3) Any 3 of the following are acceptable:

   - to show how to perform a procedure, skill or act
   - to demonstrate the use of equipment
   - to present correct interpersonal communication skills
   - to give directions for completing forms, reports, etc.
   - to provide students with practice in a skill, procedure or act
   - to provide students with feedback on their performance of a newly learned procedure or act

If you can describe the different uses of the demonstration-performance method in the clinical setting, go on to Learning Activity #3.

LEARNING ACTIVITY #3

USING THE DISCUSSION METHOD IN THE CLINICAL SETTING

Enabling Objective 3: Given the components of the Discussion method, explain its purposes, uses, and format in clinical education.

DISCUSSION - is an interaction between students and/or an instructor in order to explore, analyze and/or debate an issue, topic or problem. (Department of Air Force, 1974) The discussion may take on many formats and types. It can be conducted in a large or small group. Types of discussions include exploratory, directed, and reflective.

The exploratory discussion involves the students and instructor in an exploration of pros/cons, implications, and alternatives of an issue. The interaction is preferably student-student and teacher-student. Those involved in the discussion are not required to derive conclusions on or about the issue. It is, therefore, an open ended discussion.

Conversely, the directed discussion is focused to a predetermined conclusion. During a directed discussion, students are directed by the instructor to derive the decisions and conclusions the instructor desires. The interaction is mainly teacher-student.

Much like the exploratory discussion, the reflective discussion involves the students and instructor in weighing alternatives, pros/cons, and implications of a problem. But, the discussion is then focused toward finding the best solution. The conclusion is not predetermined as in the directed discussion. Hence, the interaction is both student-student and teacher-student.

No matter what type of discussion is used, you should prepare your students for the discussion ahead of time. This could be done less formally by informing students ahead of time that a discussion on a selected topic will be held, or more formally by giving them reading and/or research assignments on the topics and telling them to be prepared. You can use the discussion to encourage students in dealing with complex issues and problems. It helps students clarify their attitudes, values and beliefs. Other uses of the discussion include improving their problem-solving and interpersonal communication skills.

Although a discussion may take on several unforeseeable directions, you must carefully plan for any type of discussion. The first step in planning is to determine the goals of the discussion. The next step is to devise an outline, including the main points, that guides the discussion. The following is the outline format that may be used to prepare a discussion.

a) Product goal - the objective or purpose of the discussion (see the module, "Teaching Skills in the Clinical Setting: Developing Measurable Performance Objectives")

b) Process goal - the level of thinking to be achieved during the discussion (see the module, "Teaching Skills in the Clinical Setting: The Use of Questioning and Problem-Solving Strategies")

c) Introduction - is used to prepare and motivate students toward discussion. It could include:

- a statement of the product goal
- an overview of the format of the discussion (large or small group discussion)
- a statement of the expectations of class participation in the discussion
- the grouping of students and assignment of group leaders for small group discussions (if so desired)
- a brief background of the subject matter to be discussed
- a structuring device (a statement, quotation, situation, or another creative teaching technique ending with a leading question--to "start the ball rolling")

d) Body - is the actual discussion session. Your responsibilities are to:

- maintain a comfortable atmosphere for discussion
- ask questions, rather than giving information (provide yourself with a list of these questions)
- anticipate students' answers to questions
- clarify student answers or ask students to clarify their own answers
- redirect questions to other students in the group
- employ boundary maintenance devices--guiding statements and questions--to "keep students on track"
- ask students to comment on answers given by other students to encourage student-student interaction (use during reflective and exploratory discussions)
- ask questions to "keep the ball rolling"
- provide transition statements and questions to get from one topic to another
- deal with students' opinions respectfully

e) Conclusion - the discussion "wrap-up" includes:

- summary statements of the information gathered during the discussion
- a list of the key alternatives discovered during the exploratory discussion
- a summary of important points discussed (presented by the instructor or a student)
- an explanation of how the topic relates to the job

The discussion questions you develop for the purpose of structuring, guiding, redirecting, focusing, and maintaining boundaries would be written in list form for your convenience. It is your responsibility to ask questions when they are appropriate. All questions may not be used, because the discussion will tend to drift into many possible directions. Therefore, you must devise a variety of questions, according to the answers you anticipate from your students. Last, make sure your questions take your students to the level of thinking stated in your process goal.

Another important part of the preparation of a discussion is the setting. It should be comfortable, relaxed and suitable for discussion. Chairs set in a circle or round tables provide ideal settings for discussion.

Preparation for a discussion is also the responsibility of the student. Familiar subjects or experiences are best topics for discussion. If your students are to discuss something that may not be familiar to them, assign reading and/or other tasks prior to the discussion.

During the discussion, remember to provide an atmosphere which is relaxed and comfortable. Never criticize students for their answers; discourage criticizing among students; and most importantly, make sure <u>all</u> students participate in the discussion. One student (or instructor) must <u>not</u> dominate the conversation.

It is advised that you use your "creative juices" to trigger a discussion. Be creative in selecting a structuring device--such as a quotation, poem, or another teaching technique to start the discussion. Use the impromptu atmosphere when asking questions to explore new avenues of the discussion of the topic. Also, you may want to split a large group into small groups to vary the format. (Refer to the module, "Teaching Skills in the Clinical Setting: Incorporating Creative Teaching Techniques"--Buzz Groups, for further information.)

APPLICATION OF THE DISCUSSION METHOD IN THE CLINICAL SETTING

The uses for the discussion method in the clinical setting are numerous. Since a discussion is primarily informal, it may be conducted in many different situations. A discussion may be conducted during a conference, meeting, seminar, or any other type of gathering. It may be used after a teacher exposition or demonstration-performance. It can be used to discuss topics ranging from the effects of DRG's (Diagnostic Related Groups) to professionalism on the job. It is an excellent method for helping students establish values and attitudes toward the job. Students should express their feelings about their clinical experience during the discussion, but you must not let it become a gripe session! Keep it positive and constructive.

Suggested Questions for Starting Different Types of Discussion*

I. Exploratory Discussion Questions

- What are the advantages and disadvantages of employing the DRG (Diagnostic Related Groups) system?
- What problems could be encountered when caring for your family members or friends within the hospital?
- What are some of the implications of legalizing abortion?
- If you suspect child abuse, what problems might you encounter in reporting it?
- What are the pros and cons of enforcing informed consent for all procedures done within the hospital?
- What are the advantages and disadvantages of storing patient records in a centralized computer?

II. Directed Discussion Questions

- In what situations does a hospitalized patient have the right to refuse any type of treatment?
- In what instances is human experimentation legally and ethically permissible?
- Who owns a patient's hospital records and radiographs?
- What rights do patients have with regard to privacy?
- In what ways can medical malpractice be best reported?

- How is the hospital's medical staff hierarchy structured?

- For what kinds of acts might a hospital be held liable?

- Under what circumstances can a hospital lawfully prevent a patient from leaving?

- For what types of illnesses must a hospital render service to someone who comes into the emergency room?

III. Reflective Discussion Questions

- Should continuing education be mandatory for all allied health professionals?

- What is the best way of managing an intoxicated patient?

- Is the hospital setting humanizing or dehumanizing?

- Should all Registered Nurses have baccalaureate degrees?

- Should employees of rural or small hospitals be trained to perform tasks in several different areas of specialty? (For example, should nurses be trained to perform a blood test when the medical laboratory technologist is not available?)

* These examples were adapted from: The Rights of Hospital Patients: The Basic ACLU Guide to Hospital Patients's Rights, by George J. Annas, Copyright 1975 by Avon Books.

SUMMARY OF DISCUSSION METHOD

Discussion Method - an interaction between students and/or an instructor in order to explore, analyze and/or debate an issue, topic or problem. (Department of Air Force, 1974)

Uses and Purposes

1) to encourage students to deal with complex issues and problems

2) to help students clarify attitudes, values and beliefs

3) to increase students' problem-solving and interpersonal communication skills

4) to let students express their feelings about their clinical experiences

5) to take students to a high level of thinking and problem-solving (refer to the module: "Teaching Skills in the Clinical Setting: The Use of Questioning and Problem-Solving Strategies")

Advantages

1) effective in clarifying students' attitudes, values, beliefs and behavior

2) helps to define concepts and principles of content

3) meets individual differences of the group, if all students are involved in the discussion

4) effective in practicing problem-solving and communication skills

5) provides active participation of all students

6) provides immediate feedback and reinforcement for student contributions

7) provides for different avenues of content discussion

8) the rate of the learning can be controlled by the student

9) no special equipment or facilities are required

SUMARY OF DISCUSSION METHOD (continued)

Disadvantages

1) not effective in presenting facts, definitions, or practicing psychomotor skills

2) does not utilize instructional time efficiently

3) content is not presented in a structured, sequential manner

4) not suitable for a large group

Proceed to the Self-Check!

SELF-CHECK FOR LEARNING ACTIVITY #3

Directions: Circle the letter of the best response for each question.

1) Which of the three types of discussions involves the students and instructor in weighing the alternatives of a problem in order to find the best solution?

   a) Exploratory

   b) Directed

   c) Reflective

2) The purpose or objective of the discussion is the:

   a) process goal

   b) product goal

   c) boundary maintenance device

3) Which of the following is a use of the discussion method in clinical education?

   a) to help students clarify attitudes, values and beliefs about health care

   b) to practice psychomotor skills related to task work

   c) to present new facts and definitions related to work

Check Your Answers!

SELF-CHECK ANSWER KEY

1) C - Although the Directed Discussion involves students in finding the solution to a problem, the discussion is directed by the instructor toward a predetermined solution. The Reflective Discussion involves the students and instructor in determining the best solution.

2) B - The Product Goal is the objective or purpose of the discussion. The Process Goal is the level of thinking to be achieved during the discussion. A Boundary Maintenance Device keeps the discussion "on track."

3) A - Psychomotor skills are best practiced during a Demonstration-Performance. New facts and definitions are best presented during a Teacher Exposition. Attitudes, values and beliefs are best clarified during the Discussion.

If you are able to describe the uses of the discussion method in clinical education, proceed to Learning Activity #4.

LEARNING ACTIVITY #4

INCREASING STUDENT INVOLVEMENT

Enabling Objective 4: Given a teaching situation, identify several ways to increase student involvement in learning through set induction, stimulus variation, and closure.

Learning cannot occur without student involvement--
teaching without learning is not teaching at all!

In the prior Learning Activities of this module, you learned of three basic methods of teaching in the clinical setting. If you use these basic methods alone, you may encourage your students to become involved in what you are teaching. However, continued use of the basic methods can cause a decrease in your students' involvement in the learning activity. In order to increase student involvement, you need to diversify your basic teaching methods through:

1) set induction

2) stimulus variation

3) closure

1. SET INDUCTION - is an introduction to an activity, which gets your students involved in the activity. It: 1) encourages motivation toward learning, 2) helps your students "bridge" their past knowledge with what they are to learn in your topic, 3) prepares students for an activity, and 4) establishes a common frame of reference between you and your students. (Allen, 1969)

   You can use set induction at various times (de Tournyay, 1971):

   a) At the beginning of an activity - to introduce the topic and motivate students to become involved.

   b) Prior to discussion sessions - to state the purpose of the discussion and provide a common frame of reference.

   c) Preceding a new clinical experience - to relieve anxiety and provide a "bridge" between theory and practice.

d) When making an assignment - to motivate students to perform the assignment.

e) Prior to the presentation of a new topic - to introduce the topic and provide a common frame of reference.

Various "tools" for creating set induction are:

analogies	short brain storming sessions
brief discussion sessions	short case incidents
brief questioning sessions	short demonstrations or experiments
cartoons	short games
examples	short role plays
newspaper clippings	short stories
poems	

Use your imagination to create "tools" to induce set as long as they do not take long to present (no longer than 2-3 minutes).

After you get your students "set," you are ready to start the activity. You can sustain student involvement throughout the activity by using stimulus variation.

2. STIMULUS VARIATION - keeps your students interested in learning by changing the kinds of stimuli they receive throughout the activity.

You can vary stimuli by incorporating various behaviors (Allen, 1969) and techniques:

a) Gestures - hand, head, and body movements made while speaking to stimulate your students' visual senses.

b) Focusing - verbal or nonverbal cues which help to introduce new stimuli or topics.

c) Interaction styles - changing from teacher-student to student-student interaction. This keeps your students on their toes!

d) Pauses - short moments of silence to let your students reflect and focus on a new topic or stimulus (use pauses frequently during discussion and questioning sessions).

e) Movement - walking about the room to change the stimuli your students receive.

f) Shifting sensory channels - visual aids, equipment, and other media to change the perceptual stimuli of your students.

Effective media and visual aids are listed below:

- bulletin boards
- cassette tape recordings
- chalk boards
- diagrams and charts
- film loops and filmstrips
- handouts
- manikins
- maps
- models and cut-aways
- motion pictures
- photographs
- posters
- radiographs
- slide presentations
- specimens
- television shows
- transparencies (with overhead projectors)
- video tapes

You should use visual aids and/or media in every activity you conduct. Assess the perceptual modality (strength and preference) of your students to identify the type of media that would be best for them. (Refer to the module, "Teaching Skills in the Clinical Setting: Assessing Students' Learning Styles.")

3. CREATIVE TEACHING TECHNIQUES - various acts performed to put diversity into the teaching method. (Refer to the module entitled, "Teaching Skills in the Clinical Setting: Creative Teaching Techniques," for further explanation.)

Some examples of creative teaching techniques are:

- Brainstorming
- Buzz groups
- Case analysis
- Case incident study
- Experiential diaries
- Learning logs
- Peer teaching
- Role playing
- Simulation
- Tours

At the end of the activity, students need to put all the learning material together, so it will "sink in." Use closure to facilitate comprehension and transference of learning.

4. CLOSURE - is the act of bringing the topic or activity to a close. It: 1) aids in reviewing the main points of the activity, 2) "bridges" past and future learnings, and 3) gives students a sense of achievement. (Allen, 1979) After the objectives of your activity are accomplished, close the activity properly. With proper closure, your students should be able to organize the material so they can use it in the future.

Three useful approaches toward closure are (Allen, 1969):

a) Review and summary - consolidate the material with a main point, principle or outline.

b) Application of the material to similar examples - help your students generalize and apply the material by using a short case study, short story, newspaper article, etc.

c) Extending the material to new situations - help your students relate their learning to future situations (return presentation is excellent for this type of closure).

Closure encourages your students to become involved in their present learning and motivates them toward future involvement.

Set, stimulus variation, and closure should be included in all the teaching activities you conduct. By using these means for increasing student involvement in your teaching, you will become actively involved in their learning, and hence, increase the learning that occurs. Remember . . . without learning, teaching does not exist!

AN EXAMPLE OF INCREASING STUDENT INVOLVEMENT IN LEARNING

Mary McDonald, a clinical instructor in nursing assisting, decided to review the principles and practice of body mechanics (the correct ways of lifting patients or objects) with a group of her students, using the demonstration-performance method. She increased student involvement in the activity in the following ways:

She used a series of pictures depicting both correct and incorrect ways of lifting as a Set Induction "tool." To get her students involved in the topic, she had the students pick out the correct pictures and tell why they were correct.

She kept her students interested in the topic by using Stimulus Variation frequently throughout the entire activity. She used a wide variety of heavy objects in demonstrating proper lifting techniques. She focused the students' attention to each of the objects by describing the technique best used in lifting each of them. She changed communication interaction styles by questioning students during both the demonstration and presentation.

To induce Closure, she had the students return-perform the lifting technique. She also cited many practical applications of body mechanics to the clinical setting (such as patient lifting and transport) to provide a "bridge" between theory and practice.

Increasing student involvement in an activity encourages your students to learn. Set induction, stimulus variation, and closure have many applications to clinical education. With a little creativity, you can get your students involved in their learning!

Proceed to the Self-Check for Learning Activity #4 . . .

SELF CHECK FOR LEARNING ACTIVITY #4

Directions: For the following teaching situation, identify:

- 2 set induction "tools"
- 2 stimulus variations
- 2 techniques of closure

Suppose you are to teach a group of six students on "Being an Active Listener." You are to use directed discussion as your teaching method. In what ways could you involve your students in the activity? Be creative!

Set induction -

Stimulus variation -

Closure -

Check Your Answers!

SELF-CHECK ANSWER KEY

The answers to the activity will obviously be different for each individual. The following are examples of possible answers:

Set induction "tools" -

- a cartoon, poem, example, or analogy on poor listening techniques
- a short demonstration, role play, story, or case incident depicting the consequences of using poor listening skills
- a short game of "telephone" to show students how a message can become distorted as it goes "through the grapevine" (Directions for "telephone"--students get in a line, you whisper a message to the first student, he/she passes it on to the next student until it gets to the end of the line)

Stimulus variation -

- using gestures, focusing, pauses, and movement throughout the discussion
- changing the interaction style of the discussion back and forth between instructor-student and student-student modes
- using diagrams, the chalk board, charts, or handouts to explain channels of communication
- presenting a film, slides, video, or cassette recordings on the use of correct listening skills
- getting students involved in a case incident study or role playing activity that helps them practice their listening skills

Closure -

- using questioning to get students to summarize and review the material covered
- use an appropriate cartoon, analogy, poem, or short story to "wrap up" the discussion
- have the students cite examples for the application of active listening skills in health-care
- motivate the students to use active listening in their everyday lives

If you feel confident in creating student involvement, proceed to Learning Activity #5.

LEARNING ACTIVITY #5

SELECTING APPROPRIATE AND EFFECTIVE TEACHING METHODS

Enabling Objective 5: Gives a teaching situation, select the appropriate and effective teaching method for the situation, using the provided grid.

Now that you have looked at the three primary teaching methods, you are ready to analyze them for selecting the most appropriate and effective teaching methods for your teaching situation. Some methods are more appropriate than others for the type of measurable performance objective you want your students to achieve. Certain methods are more effective for meeting your students' learning styles. Still others possess certain limitations which restrict their use. It is your responsibility to select the methods that are most appropriate and effective for your situation.

To aid in your selection the following grid has been devised:

METHOD SELECTION GRID

Key - H - high effectiveness
M - medium effectiveness
L - low effectiveness
? - depends on the circumstances

	Method: Teacher Exposition	Demonstration-Performance	Discussion
I. Type of Objective:			
a) Type of content covered			
fact and definition	H	L	L
procedures	M	H	L
concepts and principles	H	M	M
attitudes and values	L	L	H
b) Type of skills practiced			
problem-solving	L	M	H
communication	L	?	H
motor	L	H	L
observation	L	H	L
II. Factors and Limitations:			
meeting individual students' learning styles	L	M	M
making efficient use of teaching time	H	H	L
providing "hands on" experience	L	H	?
providing interaction between students	L	?	H
presenting content step-by-step	M	H	L
presenting information with visual aids	H	H	?
providing immediate assessment of learning	M	H	M
letting students express their opinions	L	L	H
providing a "bridge" between theory & practice	M	H	M
promoting responsibility	L	M	M
encouraging self-motivation	L	M	M
encouraging students to think at high cognitive levels	L	L	H

Use of the Grid

1) Classify each of your measurable performance objectives according to: a) the type of content it contains, and b) the type of skill it requires students to practice.

2) Look across the grid to see which methods are rated highest in effectiveness for your type of objectives.

3) Select a couple of possible methods that are best suited for your objectives.

4) Identify the factors and limitations ("factors" are the highly effective characteristics of the method, and "limitations" are characteristics of the methods that are low in effectiveness) most important to the situation.

5) Look down the grid to see if the factors and limitations are rated highest in effectiveness for the methods you selected. In other words, identify the factors of the best method.

6) Weigh the methods you selected according to the factors and limitations they possess.

7) Choose the best method for the situation, according to the type of objective and the factors and limitations related to the situation.

EXAMPLE OF METHOD SELECTION

The selection of a method depends on your teaching situation and the objectives to be met. The following example shows how the grid is to be used:

Situation: An instructor of physical therapy, Sandra Smith, wants to teach her students how to measure a patient's pulse. Since her students like to be taught by actually doing a task, she wants to provide them with "hands on" experience of measuring a patient's pulse. She also wants to provide her students with immediate feedback on their performance of the task.

Objective: Given a patient and a watch with a second hand, the student will measure the patient's pulse within 4 beats per minute.

The steps which Ms. Smith follows to use the grid in selecting her teaching method are:

1) She classifies her measurable performance objectives as: a) procedure content, and b) motor skills.

2) She looks across the grid to find the most highly effective method for achieving both "procedure-content" and "motor-skill" type of objectives.

3) She identifies the demonstration-performance method as highly effective for both "procedure-content" and "motor-skill" objectives, and the teacher exposition method as having only medium effectiveness for a "procedure-content" type of objective.

4) Her primary factors are to provide "hands on" experience and to provide immediate feedback.

5) She looks down the grid and finds that the demonstration-performance method is high in effectiveness for both of the factors. She also finds the teacher exposition method is low in effectiveness for providing "hands on" experience and medium in effectiveness for providing immediate assessment of learning.

6) She weighs the two methods on their effectiveness for achieving her objective and conforming to her factors.

7) She chooses the demonstration-performance as the best method for her teaching situation and objective.

In this example, you can see the step-by-step process of selecting teaching methods in action. The grid is most effective in helping you select the method that is most suitable for your teaching situation. You must also keep in mind that you should select the type of method in which both you and your students feel most comfortable. Try your hand at selecting teaching methods with the following Self-Check Activity.

SELF-CHECK FOR LEARNING ACTIVITY #5

Directions: Use the Method Selection Grid to select the best teaching method for the situation and objective.

Situation: An instructor of nursing, Mike Medics, wants his eight students to become aware of the pros and cons of Home Health Care. He wants them to explore their own attitudes about Home Health Care so they could decide whether it would be the right career for them. Mike would also like them to take the responsibility to investigate the topic for the learning activity. During the activity, he wants them to practice their communication skills, learn to interact effectively with each other, and express their own opinions about Home Health Care.

Objective: The student will debate the pros and cons of Home Health Care, following his/her clinical rotation at the Home Health Care site.

Use the grid and follow the step-by-step process for selecting the best method.

Check Your Answers!

SELF-CHECK ANSWER KEY

The best method of instruction for Mike Medics is the Discussion Method.

1) Mike's measurable performance objectives are classified as: a) attitudes and values-content, and b) communication-skills.

2) The grid shows that the Discussion method is the most highly effective method for achieving both "attitudes and values-content" and "communication-skills."

3) Mike's primary factors are providing interaction between students, letting students express their own opinions, and promoting responsibility.

4) The grid shows that the Discussion method is rated high for "providing interaction between students" and "letting students express their own opinions," but only medium for "promoting responsibility." However, neither the Teacher Exposition method nor the Demonstration Performance method are rated high for any of these factors.

5) Thus, overall, the Discussion method is the best method for Mike's situation and objectives.

This concludes the Learning Activities of the module. If you feel confident in selecting methods of instruction, proceed to the Post-Test.

POST-TEST

Directions: Complete this test after successful completion of all the Learning Activities of this module. The only part of the module you are permitted to use while taking the test is the Method Selection Grid. Utilize the Answer Key to score your test when you are finished.

Fill in the blank with the appropriate response:

1. Name the three primary teaching methods described in this module.

   a) _____

   b) _____

   c) _____

2. List the three different types of discussion described in this module.

   a) _____

   b) _____

   c) _____

Multiple Choice - indicate the letter of the appropriate response:

3. Which of the following are uses for the teacher exposition method?

   a) to practice motor skills

   b) to check for student comprehension and understanding of material

   c) to present new material

   d) choices b and c only

   e) all of the above

4. The demonstration-performance method may be used to practice which of the following skills?

   a) motor

   b) observation

   c) communication

   d) choices a and b only

   e) all of the above

5. The product goal for a discussion is the:

   a) objective or purpose of the discussion

   b) level of thinking to be achieved

   c) mode of interaction to be used

   d) choices b and c

   e) all of the above

Matching - for the following ways to increase student involvement, write the letter of the appropriate means for increasing student involvement on the line next to the corresponding way.

Ways to increase student involvement	Means for increasing student involvement
6. ____ Keeping students interested in learning the material being presented	A. Set Induction
7. ____ Establishing a common frame of reference	B. Stimulus Variation
8. ____ Introducing the topic to be covered	C. Closure
9. ____ Extending materials to new situations	

10. Selection - Use the Method Selection Grid in the module to select the most appropriate and effective method for the following situation and objective:

    Situation: Carolyn Coolridge, a medical records instructor, has 10 students. She would like to teach them the procedure for filling out a charge slip for patient services. She would like for them to practice both their motor and observation skills. Since her students are predominantly analytic in psychological learning style, she would like to present the learning material step-by-step. She also wants to provide the students with realistic "hands on" experience with the task so that it can become a "bridge" between the theory and practice of keeping patient records.

    Objective: When provided with a list of services rendered to a patient, fill out a charge slip for each service, according to the hospital handbook.

POST-TEST ANSWER KEY

1. a) Teacher Exposition
   b) Demonstration-Performance
   c) Discussion

2. a) Exploratory
   b) Directed
   c) Reflective

3. d

4. e

5. a

6. b

7. a

8. a

9. c

10. Demonstration-Performance is the best choice for both the situation and objective.

If you missed more than 3 answers, you should review the learning activities.

SUMMARY OF THE MODULE

It is important for you to be able to select the teaching methods that will best achieve your objectives for your course of study. After proper method selection, use the suggested outlines and formats within this module to plan your learning activity. Make sure you provide means for increasing student involvement in the learning through set induction, stimulus variation and closure. (Refer to the module, "Teaching Skills in the Clinical Setting: Incorporating Creative Teaching Techniques" for further information on increasing student involvement.) Appropriate and effective teaching activities will help your students make a smoother transition from classroom to clinical setting!

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